$$\begin{pmatrix} \textit{January to March, 1926.} \\ \textit{April to July, 1926, in the Dominions.} \end{pmatrix}$$

Parents' National Educational Union.

The Parents' Union School.

(*Address:* THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM III.

PUPILS' NAMES.................... ....

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Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated.

Old Testament History,* by T. M. Hardwick and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. III., pp. 83-176. (Selections from *I. Samuel*, chapters 25-31, and *II. Samuel*). *The Saviour of the World,** Vol. III. (P.N.E.U. Office, 3/-), pp. 66-126, with Bible passages from index. *The Acts* (Bible Text), chapters 18-22; read from *The Acts of the Apostles,** by E. M. Knox (Macmillan, 4/6), pp. 279-343.

Optional: (*a*) S.P.C.K. *Bible Atlas* (1/-). (*b*) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 152-188. (*c*) *Helps to the Study of the Bible* (Oxford Press, 3/6). (*d*) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 3/-), pp. 73-99, with lessons on Lent, Holy Week and Easter.

For Sunday Reading (optional):

(*a*) *Ecce Homo, Ecce Rex*, by Mrs. Rundle Charles (S.P.C.K., 2/6), pp. 1-103. (*b*) *How we got our Bible*, by J. Paterson Smyth (Sampson Low, 2/-), chapters i.-iv. (*c*) *A Lady's Life in the Rocky Mountains*, by Mrs. Bishop (Murray, 2/6).

† The 104th term of work set since the Parents' Union School began.

Sunday Occupations:

A Book of Centuries (see notes by Miss Bernau, P.N.E.U. Office, 4d.). Choose and inscribe texts and mottoes, in beautiful lettering (see "Bridges"), on good paper or vellum.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1926). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

A New Handwriting for Teachers, by M. M. Bridges (P.N.E.U Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *Julius Cæsar*, and other books set.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, *or*, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

Composition. (Oral or written narration each day.)

(See Meiklejohn, pp. 176-188; Prosody, 194-205.)

Write on (*a*) some subject in "Literature," (*b*) the news of the week, (*c*) some historical or allegorical subject taken from the Programme, (*d*) ballads, *that must scan*, on knightly deeds, using the metre of poems set in term's work. Doggerel must not be written. Take the P.U.S. Magazine (2/8 a year, c/o The Editor, P.U.S. Magazine, P.N.E.U. Office), and send a contribution in verse or prose.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (pp. 86-115). Meiklejohn's *A New Grammar of the English Tongue* (4/-), pp. 143-157; 185-194.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 1-90. Shakespeare's *Julius Cæsar** (Blackie, Plaintext, 6d.). Malory's *The Knights of the Round Table** (Blackie, 1/-). *The Golden Treasury** (Oxford Press, 2/-). Palgrave's day,* Vol. I. (Sidgwick & Jackson, 2/-): read the poems of six poets.

English History.

Arnold Forster's *A History of England** (Cassell, 8/6), pp. 1-65 (B.C. 55-A.D. 901), chapters 1-6 inclusive. Make a chart of the 9th Century (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (Times Office direct, 6/- a year).

Teacher will find useful *Roman Britain*, by R. G. Collingwood (Oxford Press, 2/6).

General History.

The Story of Mankind, by H. Van Loon (Harrap, 7/6), pp. 1-53, or, *A First History of France*, by L. Creighton (Longmans, 5/-), pp. 1-27 (B.C. 58 - A.D. 910).

The British Museum for Children,* by Frances Epps (P.N.E.U. Office, 3/3), chapter 10: teacher study preface. British Museum Postcards, Series 38 (1/-, direct from British Museum). *Stories from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 54-85.

Keep a Book of Centuries (P.N.E.U. Office, 1/9, notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 24-47. North's Plutarch's *Lives: Julius Cæsar** (Blackie, 1/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Golden Fleece*,* by L. S. Wood (Oxford Press, 3/6), pp. 122-157.

Geography (see N.B. 9).

In all cases, "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

(1) *Some Great Regions of the World** (Cambridge Press, 4/-), pp. 20-31, 131-175 (Amazon, North America). (2) *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 46-88, or teacher read from Darwin's *Voyage of the Beagle*, chapters i.-ix. (Dent, 2/-). (3) Geikie's *Physical Geography** (Macmillan, 1/9), sections 187-223. (4) Philip's *Modern School Atlas of Comparative and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on maps of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.[1]

Winners in Life's Race,* by Mrs. Fisher (Macmillan, 6/-), pp. 279-314. *The Study of Plant Life*,* by H. C.

[1] Overseas members see special leaflet.

Stopes (Blackie, 6/-), pp. 141-177. Keep a Nature Note-Book (P.N.E.U. Office, 2/-, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-door work see suggestions in Stopes, notes. For Spring studies of insects, Nos. 2, 3, 4, page 195; *or*, make *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6). *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be used.

General Science.

Architecture,* by G. Wynne (Jack, 3/6). pp. 103-127 (find and study examples of Renaissance architecture). *The Fairyland of Science*,* by Mrs. Fisher (Macmillan, 6/-), pp. 150-194.

Picture Talk.

Study, describe (and draw from memory details of) six reproductions* of pictures by Turner (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, January, 1926. also *Home Education*, pp. 307-311, and *School Education*, p. 239.

French. (See N.B. 3.)

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 1-3 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Ogier le Danois** (Blackie, 6d.) ; parse two pages.
Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.).

Latin. (See N.B. 3.)

Gradatim (Longmans, 2/-) ; translations 111, 112, 115, 116, 121-123 (inclusive), for narration, taking necessary grammar from Dr. Smith's *First Latin Course** (Murray, 4/-), see sections xxxii., xli.-xliii.

German.[1] (See N.B. 3.)

Primary German Course,* by O. Siepmann (Macmillan, 5/-), Lessons 1-3 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

or, preferably, Italian. (See N.B. 3.)

Perini's *Italian Conversation Grammar** (Hachette, 6/6), work Exercises 11-14, taking only necessary grammar. Learn sentences p. 218. For narration : five stories from *Cento Racconti per Fanciulli** (P.N.E.U. Office, 1/8).

[1] Schools may substitute Irish or Welsh.

Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic*,* (Bell, 2/3), pp. 72-84, or continue. Revise back work ; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 6d.).

Important : to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teachers may find useful : *Unconventional Arithmetical Examples*, by R. S. Williams (Cambridge Press, 3/-).

Geometry. (See N.B. 3.)

A Shorter School Geometry,* by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 74-85, 104-115.

The School Set of Mathematical Instruments (Macmillan, 1/6).

Algebra. (See N.B. 3.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 34, 35, 38-41, 44-46.

Drawing.

Teacher should consult : *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).
Illustrations of scenes from Literature. Sketches of common objects. Memory drawings. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Musical Appreciation.

Schumann : *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6). *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-). *Musical Groundwork*, by F. H. Shera (Oxford Press, 3/6), Term IV.

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons ; Psalms 72, 150 ; a hymn. A scene from *Julius Cæsar*, *or*, 60 lines from Palgrave *or* from Macaulay's *Battle of Lake Regillus* (Blackie, 3d.).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable** (Dent, 2/-), pp. 216-248. *Sigurd of the Volsung*, by William Morris (Longmans, 2/3), *or*, *The Ballad of the White Horse*, by G. K. Chesterton (Methuen, 3/6). *The Last Days of Pompeii*, by Lord Lytton (Dent, 2/-).

Music.

Choose and learn a suitable composition from *The Term's Music* (Schumann).

Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.). For unaccompanied singing: three songs from *The Women's Institute Song Book* (P.N.E.U., 3d.); see *Parents' Review* for January, 1926. *Ten Minutes' Lessons in Sight-Singing* (Curwen, 3/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 35-38 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or separate dances. music with instructions (direct from Messrs. Novello, 9d.). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): make a garment. Make plaster casts from linoleum blocks (Dryad leaflet, No. 34, 6d.). Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). Take Scouting and Guiding Tests. Help the "Save the Children Fund." 42 Langham Street, London, W.1.

N.B. 1.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, and *An Essay towards a Philosophy of Education*, 10/6, by C. M. Mason (P.N.E.U. Office). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. *One* copy of the other books is sufficient. Books from "Drawing" onwards are advisable but optional.

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form. Pupils should spend two years in Form III., ages, say, 12-14.

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 5½d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*), single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/3, metal, 9d.). Book Plates (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (see Jan. *P.R.*).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—The P.U.S. Magazine is for present pupils, and is especially recommended to families and to those schools which have no magazine of their own. It is obtainable from the P.N.E.U. Office, price 2/8 yearly.

N.B. 8.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 9.—During the revision of the *Ambleside Geography Books*, alternative work is set in *Some Great Regions*. This will not prevent those members who wish to do so from continuing to use Book IV., pp. 188-248 (Hungary, Balkan Peninsular, Russia), with *The Reconstruction of Europe* (P.N.E.U. Office, 9d.).

N.B. 10.—All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

Parents' National Educational Union.

The Parents' Union School.

(*Address*: The Director, Parents' Union School, Ambleside.)

Motto: " *I am, I can, I ought, I will.*"

FORM III.

Pupils' Names..

....

Bible Lessons.

I.   1. Give the story of (*a*), Abigail, *or*, (*b*), the wise woman of Tekoah.

     2. "And warriors united by a single purpose came to make David King over all Israel." Describe three events that followed.

II.   1. (*a*), "From henceforth I will go to the Gentiles." (*b*), "We have not as much as heard if there be any Holy Ghost." (*c*), "Great is Diana of the Ephesians." On what occasions were these words used? Describe the whole scene in two cases.

     2. Write what you can of St. Paul's farewell address to the elders of the Church at Ephesus.

     3. Give two of our Lord's parables concerning the Kingdom of Heaven. What lessons may we learn?

Writing. (Writing is also considered in each answer).

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered separately in each answer.)

Julius Cæsar, Act I., Scene I., " Many a time . . shores."

Composition.

     1. A letter as from one of the following,—(*a*), Darwin at Rio de Janeiro, (*b*), Mrs. Bishop in Colorado, (*c*), yourself to a friend after reading *Julius Cæsar*, describing two of the chief characters (not Julius Cæsar).

     2. Some lines, which must scan, on one of the following,— Sigurd, To the first Bee of Spring, the Forum at Pompeii, Ajax.

English Grammar.

1. Analyse, parsing the words in italics,—
   "The welcome guest of *settled* Spring,
   The swallow, *too, is come at last*;
   Just at sunset, *when* thrushes sing,
   I saw her *dash* with rapid wing,
   And *hailed* her as she *passed*."

2. Give examples of English words derived from,—(a), *facio, civis, locus, deka, grapho, phone, voco,* (b), the names of persons.

3. Give examples, in sentences, of the following,—simile, metaphor, personification.

Literature.

1. What do you know of (a), *The Poems of Ossian* and their history, (b), *The Mabinogion*?

2. Give some account of Caedmon, the Father of English Song.

3. Write, as far as you can in the style of Malory, of how Sir Gawaine did battle with a Saracen.

English History.

1. What do you know of the camps and roads of the Romans?

2. Describe the struggle between the Britons and the Saxons, with a rough sketch map.

3. Give some account of "the work and wisdom" of King Alfred after he became king.

General History

1. Describe how history began in the Valley of the Nile,

or, 1. Write about two of the following,—Vercingetorix, St. Martin of Tours, Attila, Charles the Great.

2. What do you know of the life and work of Asoka the Buddhist?

3. Give some account of the letters and despatches of the 15th Century B.C., to be seen in the Babylonian and Assyrian room (British Museum).

Citizenship.

1. Write about two of the following, in connection with Julius Cæsar,—(a), "He was not kept as a prisoner . . . but rather as a prince." (b), On his reading the history of Alexander. (c), The crossing of the Rhine. (d), "He fell into many thoughts with himself" when he came to the Rubicon. (e), The soldiers at Brundusium "straight changed their complaints and minds."

2. Write upon "Sight brings half our joy."

3. Give some account of travelling and transport in the Seventeenth Century.

Geography

1. Give a rough sketch map of the Balkan Peninsula, putting in the boundaries, countries, chief towns and rivers. Write a short account of Czecho-Slovakia,

or, 1. Describe, with a map, three great natural divisions of the United States.

2. What are the chief circumstances which decide the climate of any region?

or, 2. Give some account, with a diagram, of the formation of a glacier.

3. Describe briefly a journey (a), from Orenburg to Mustaghata, or, (b), through the countries of the Amazon. Rough sketch maps.

Natural History and Botany.

1. Give a list of animals with their habitat belonging to (a), the cat, (b), the bear family. Describe fully the structure of a tiger.

2. Describe, with drawings, (a), the plants you would expect to find along the shore, (b), the special construction of a bladderwrack.

General Science and Architecture

1. Give, with drawings, the history of a piece of coal.

2. What do you know about the English Renaissance and the work of Sir Christopher Wren?

Picture Talk.

Describe "Chichester Canal," by Turner.

French.

1. Write, in French, about (a), the fight and friendship between *Ogier* and *Caraheu*, or, (b), a first day in France.

2. Make six sentences, using the 2nd person plural, Imperfect tense, of *finir, vendre, recevoir*, and the 3rd person singular of the past definite of *être, avoir, chercher*.

3. Translate (teacher giving English) sentences p. 123 II. (b), 1-8 (Siepmann).

Latin

1. *Gradatim* (a), Translate § 115 to "obtexit, (b) Write narration.

2. Give the Genitive and Accusative, singular and plural, of,—*vas, fur, domus, caput* and *iter*.

3. Translate,—(1) The citizens are sorry for their crime. (2) The leaders sent men to get water. (3) We must fight for our country. (4) Virtue must be cultivated by all.

German.
1. Make ten sentences in German about the picture to page 6.
2. Give, in sentences, the genitive, singular and plural, of the following nouns,—*Kopf, Schwanz, Fuss, Knie, Bein, Zunge, Nase.*

Italian.
1. Write, in Italian, six sentences from one of the *Cento Racconti.*
2. Translate (*a*), Exercise XII., sentences 1-6, (*b*), Exercise XIII., sentences 1-6.

Arithmetic.
1. Express $7\frac{3}{13}$ as a recurring decimal.
2. Simplify: $7\cdot75$ of a crown $+\ \cdot375$ of 3 guineas $+\ 3\cdot6875$ of 8/-.
3. Find the length and cost of carpet required to cover a floor 18ft. 6in. long and 15ft. 8in. broad, the carpet being 27in. wide and costing 7/6 per yard.

Geometry.
1. Of all straight lines that can be drawn to a given straight line from a given point outside it, the perpendicular is the least.
2. The opposite sides of a parallelogram are equal and each diagonal bisects the parallelogram.
3. Construct a triangle ABC having A a right angle and BC three times AB. Show details of construction.

Algebra.
1. Find the continued product of $5x^2yz$, $-3xy^2z^3$ and $-2xyz^4$.
2. Multiply $5a-2b$ by $-7a+3b$.
3. Divide $-10x^3y+15x^2y^2-25xy^3$ by $-5xy$.

Painting. (All work should be done with brush and in colour.)
1. An original illustration for *Julius Cæsar, or, The Knights of the Round Table*, with a title.
2. A design in twigs for a frieze.

Musical Appreciation.
What music by Schumann have you heard this term? Make a list, and say what you can about one of his songs and one of his pieces for the piano.

Recitations. ✱
Father to choose two Bible passages and a poem, *or*, a scene from *Julius Cæsar.*

Reading. ✱
Father to choose a poem and a leading article from a newspaper.

Singing. ✱
Father to choose an English, a French and a German song, and three exercises.

Drill. ✱
Report progress.

Work. ✱
Outside friend to examine. List of work completed to appear in *Parents' Report.*

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N.B. 1.—Examination to begin on Monday, March 22nd. Papers to be posted on Saturday, the 27th, *with no other enclosure.*

N.B. 2.—Subjects thus indicated (✱) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (*a*), there is no numbered list of the subjects sent for examination, (*b*), the papers for each child are not fastened together, (*c*), the name of the *member* does not appear, or (*d*), the totals of parents' marks are not given.

N.B. 4.—Cambridge paper and the special envelopes must be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string by the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (*a*). how the pupil has worked during the term; (*b*). if there has been any handicap on account of illness during the term; (*c*). the reason for the omission of subjects in the examination.